

Physical Education and Sport Syllabus

Grade 12 – Unit One

Overview:

- The syllabus is divided into two sections Physical Education and Sport
- Each sport will carry a practical and theory component.
- Unit one consist of three modules
Module 1 - Functional Anatomy and Training Theory
Module 2 - Sociological Aspects of Sport
Module 3 - Sport Psychology
- Resources: Internet
- Teachers will provide notes.
- Method of testing (Practical, multiply choice, short answer, projects)
- Time table one double session 70 minutes and triple session 105 minutes.
- Students will be assessed at least twice each month
- Students will have one grade record for each month
- Students will be assessed with one common paper at the end of Academic year
- SBA component; each student must write a training program for a client. The sport selected will be the student choice .Students must know the rules and be able to demonstrate the skills and technique required in the programe for the sport . Students will be assessed by external examiner Practical and theory.
- Students will be tested internally for each module these grades will be used as a part of their SBA external module grade CAPE .

GENERAL OBJECTIVES

On completion of this module, students should:

1. understand the roles of body systems in the production of movement.
2. understand how the body is prepared for optimal physical performance.
3. know the relationship between lifestyle and health.
4. understand the processes of fitness assessment and exercise prescription.
5. appreciate the role of nutrition in fitness and sports performance.

SPECIFIC OBJECTIVES CONTENT

Students should be able to:

1. Describe the role of body systems in the production of movement.
 - (a) Motor units (skeletal, muscular, circulatory, nervous, respiratory systems).
 - (b) Role of the circulatory and respiratory systems in producing movement.
 - (c) Basic description of the action potential.
2. Discuss the importance of the endocrine system in regulating performance.
 - (a) Role of the endocrine system in physical development and performance.
 - (b) Endocrine system adaptation to aerobic and anaerobic and strength training, for example, pancreas, pituitary gland.
 - (c) The feedback mechanism of the athlete to training, for example, testosterone, cortisol.
3. Explain the relationship between and nutrition, the energy systems, and sports performance;
 - (a) Nutrients-types, sources, and functions.
 - (b) Nutrition for performance and recovery:
 - (i) pre-event;
 - (ii) during the event;
 - (iii) post-event.

- (c) Ergogenic aids.
- (d) Special diets.
- (e) Adenosine triphosphate (ATP) - role, breakdown, and re-synthesis: Calvin Cycle, Krebs Cycle.
- (f) The energy continuum - intensity and duration of the exercise.
- (g) Classification of energy systems:
 - (i) anaerobic alactic;
 - (ii) anaerobic lactic;
 - (iii) aerobic.

4. Discuss the components of fitness;

- (a) Definition of fitness.
- (b) Classification and components of fitness:
 - (i) health-related – strength ,cardiovascular endurance, muscular endurance, flexibility, body composition;
 - (ii) performance-related – speed, power,agility, balance, reaction time, coordination.
- (c) Physical, mental, and social benefits of exercise and recreation.
- (d) Effects of lifestyle choices on health and fitness.

5. Evaluate methods of monitoring fitness;

Health related: 1 repetition maximum test or grip dynamometer, shuttle run a test or paced muscular endurance test, goniometer test or sit-and-reach test, skin fold Caliper test or bio-electrical impedance test.

Performance-related: 30m sprint test, vertical jump, horizontal jump, Margarita Kalamen test, Illinois, agility test, stork stand test, ruler test, plate tapping test.

6. Design programs to improve performance;

- (a) Principles of training: progression, overload (FITT), variety, adaptation, specificity, reversibility, active involvement, individual difference, maintenance.

(b) Training methods:

(i) Continuous;

(ii) Interval (extensive-intensive);

(iii) Fartlek;

(iv) Circuit.

(c) The periodization of training:

(i) Macrocycles, mesocycles, and microcycles;

(ii) General preparation, specific preparation, the pre-competition, main competition, transition.

(d) Training sessions:

(i) Warm-up (general and specific);

(ii) Development;

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Multimedia presentations and interactive activities to reinforce major concepts.
2. Practical fitness assessment/testing activities in pairs and in groups.
3. Evaluation of fitness components using norms.
4. Manipulation of heart rate monitors, skin-fold calipers and dynamometers.
5. Improvisation of fitness assessment equipment: construction of goniometers, benches for sit-and-reach tests, step-ups.
6. Field trips to fitness and sports facilities to examine how equipment is managed, people are

accommodated, and decisions are made regarding individualized exercise programs (IEPs), and group exercise programs.

7. Panel discussions and case studies on approaches to selected social issues in sport, for example, anti-doping, the athlete with diabetes, HIV, disability, at-risk youth, and sport for development.

8. Graphical representations showing the relationships among nutrition, endocrine, and sport performance.

9. Planning and implementing exercise programs, for example, strength development and weight management.

10. Evaluating exercise programs.

11. Dietary guidelines for individual athletes for specific sports.

12. Conduct microcycle planning activities.

MODULE 2: SOCIOLOGICAL ASPECTS OF SPORT

GENERAL OBJECTIVES

On completion of this module students should:

1. appreciate the value of sport and its impact on communities;
2. be cognizant of the role of sociological theory in understanding sport;
3. know the values of Olympism and its impact on sport;
4. be aware of the sociological issues related to physical education and sport;
5. appreciate the social significance of sport.

SPECIFIC OBJECTIVES CONTENT

The student should be able to:

1. Explain the various roles of sport;

(a) As an institution.

(b) As for recreation.

(c) As entertainment.

(d) As business/industry.

(e) A healthy nation.

(f) Legacy.

2. Discuss the theoretical perspectives of the sociological aspects of the sport are viewed;

(a) Sport theory.

(b) Theoretical perspectives on sport:

(i) Functionalist;

(ii) Interactionist;

(iii) Conflict;

(iv) Critical and Critical Feminist;

(v) Figurational.

3. Discuss sociological issues in sport;

(a) Group/team dynamics.

(b) Crowd behaviors/sports fandom.

(c) Youth (primary level), junior (secondary level) sport, adult/ masters/seniors, gender, ethnicity (for example, race, religion, and culture), minorities.

(d) Sport and special populations (disabilities, Special Olympics).

(e) Deviance: over-conformity, doping cheating.

(f) Impact of media on sport: traditional, non-traditional, and social media.

4. Discuss Olympism and its role in sports development;

- (a) History and development.
 - (b) Modern Olympics.
 - (c) Olympic and Paralympic values.
5. Discuss the social significance of Sport.
- (a) Sport as a social and transformational agent.
 - (b) Sport as a political tool for unification.
 - (c) Sport for community development.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers are advised to engage students in the teaching and learning activities listed below.

1. Conduct research and compare the structure of the Olympic bodies of the region.
2. Dramatize the historical development and values of Olympism.
3. Participate in panel discussions on issues related to sport.
4. Debate topical issues in international sport.
5. Poster presentations on the impact of the Olympics in the Caribbean region.
6. Evaluate the impact of international sports participation on Caribbean communities.
7. Guest presentations on aspects of the Olympic movement.
8. Field trips to sports attractions.
9. Participation in Webinars on sport and Olympic presentations.
10. Research and poster presentations on the theories of sport.
11. Observe and document crowd behavior at selected sports events.
12. Discuss issues of equity in sport (gender, ethnicity).

MODULE 3: SPORT PSYCHOLOGY

GENERAL OBJECTIVES

On completion of this module, students should:

1. understand the theories of motivation in the sport with a focus on the Caribbean context;
2. be aware of the relationship between arousal and performance;
3. know the factors that affect motor skills learning;
4. appreciate the importance of effective leadership in sport;
5. be aware of ethical issues in sport.

SPECIFIC OBJECTIVES CONTENT

Students should be able to:

1. discuss the nature of psychology as related to sport;

(a) Introduction to sport and exercise psychology:

definitions, importance, history, and development, roles, careers, emphases, approaches, training, and certification.

2. apply major theories of motivation;

(a) Definition and role of motivation.

(b) Motivation to participate in sport and exercise:

(i) extrinsic factors – family influence, peers, school, clubs, prizes, media;

(ii) intrinsic factors – achievement need

(McClelland-Atkinson), self-efficacy (Bandura), drive models (Hull and Spence), equity theory, attribution (Weiner);

(iii) Participation and retention in exercise and fitness clubs – the Health Belief model (Rosenstock, 1974).

(c) Gender differences in motivation.

(d) Strategies in motivation: positive and negative feedback; reinforcement; social activity; pep talks.

(e) Goal setting – types of goals, the SMARTER process.

3. discuss the relationship between arousal/activation and performance;

(a) Differentiate among arousal, activation, stress, and anxiety in relation to sport.

(b) Inverted 'U' theory (Yerkes-Dodson), Drive theory, multi-dimensional theory.

(c) The control of arousal: cognitive versus somatic approaches. For example, concentration, imagery, self-monitoring, massage, and physical activity.

4. discuss the relationship between learning and performance;

(a) Theories of learning: Behaviourism, Social Learning, Cognitive approach to skill learning.

(b) Stages of learning:

(i) cognitive;

(ii) associative;

(iii) autonomous.

(c) Factors influencing motor skill learning:

(i) individual differences, psychosocial aspects;

(ii) task complexity and type (open, closed skills);

(iii) styles of instruction, presentation style;

(iv) types of practice – massed, distributed.

5. Explain the importance of effective leadership;

(a) Influencing others: sources of power, issues in the use and abuse of power, effective leadership.

(b) Theories of leadership with reference to: Great Man theory and Chelladurai's Multidimensional theory.

(c) Manager, coach, team captain, player leadership.

6. discuss the effects of group dynamics on sports performance;

(a) Definition of the team, social cohesion, task cohesion.

(b) Group dynamics: Forming, storming, norming, performing, disbanding/adjourning (McPherson).

(c) Productivity and groups.

(d) The influence of cohesion on team performance.

(e) Social facilitation.

7. discuss the role of sport in moral development.

(a) Definition of values, morals, beliefs.

(b) Kohlberg's Theory of moral development:

(c) Sport and character development; the impact of sport participation on moral development.

(d) Ethical issues and the athlete: cheating; doping; gamesmanship; deviance; commercialization.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Organise debates and group discussions on the theories of leadership.

2. Conduct role-playing of goal setting, strategies for improving performance.

3. Analyze and discuss audio-visual presentations on international athletes and performance.

4. Analyze and discuss case studies on international athletes and performance.

5. Conduct research projects on task and group cohesion.

6. Make an observation of the local sports environment to ascertain psychological variables.

The above curriculum guide is taken from the online Cape Unit One syllabus. The teacher must cover all aspects of the syllabus student must work with the teacher to have the best result.